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ABSTRACT

This report describes a project to adapt and/or develop instruments, techniques, and procedures for establishing an individual educational planning system for adult students at Salt Lake Community High School. Chapter 1 describes procedures to identify and assess existing approaches for developing individual educational plans (IEPs). It critiques and provides IEP forms of the Tooele, Cache, and Weber School Districts and Skills Center North and one developed by the State Office of Education. Chapter 2 discusses the forms and procedures developed. Nine functions the IEP should include are outlined: (1) correlations with the State Adult Education Model, (2) informal beginning counseling session, (3) initial testing, (4) evaluation of existing school credits, (5) resume of previous education and experiences, (6) aptitude and career testing, (7) ongoing counseling procedure, (8) teacher advisory system, and (9) clustering classes in area of interest. These forms are provided: Educational Plan sheet; a preliminary IEP worksheet including personal information, credits, and information about work experience and student objectives; Resume of Adult Experience; and IEP form. Chapter 3 outlines the workshop to train adult educators in use of IEP instruments, procedures, and techniques and participant evaluation of the workshop. Chapters 4 and 5 briefly address IEP system implementation and conclusions and implications derived from the project. (YLB)

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ED195735

INDIVIDUAL EDUCATIONAL PLANNING SYSTEM FOR ADULT STUDENTS

Model Refinement & Implementation

written by

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CE 027 298

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ABSTRACT

It is the purpose of the Project to adapt and/or develop instruments, techniques, and procedures for establishing a viable individual educational planning system for adult students in accordance with the requirements stated in the Adult Education Utah Program Plan, 1980-82. The Project will develop an Individual Education Plan Guidebook and train adult educators in the philosophy, purposes, and processes of the Individual Educational Plan system.

The above was the abstract statement from the project proposal. In developing this project a ten-week workshop for participants was presented to cover all procedures involved in the TOTAL concept of the Individual Education Plan for Adult Students.

The IEP is a realistic approach for all personnel working with the adult student to actually plan with the student not only academic endeavors but to make a workable plan for the student, incorporating educational pursuits with his/her plans for the future particularly in relation to job endeavors.

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INTRODUCTION

Until 1979 most adult education had not established a total and inclusive Individual Education Plan (IEP) for the adult student. Those which had been develcped were designed for a particular purpose and were not appropriate for other adult education programs. Development of an IEP for adult education was necessary in order to bring continuity to the student's educational program, provides an assessment of past experiences, show their relationship to the present plan and to outline educational experiences appropriate to the student's future plans. With this in mind, Salt Lake Community High School formed an IEP development team to function during the 1979-80 school year.

Members of the team were J. Dale Manning, Coordinator, Salt Lake Community High School day program, 15 years experience in adult education, EDS Brigham Young University; James P. Andersen, Coordinator, Salt Lake Community High School evening program, six years experience in adult education, MEd University of Utah; Rosemary Baron, Counselor, Salt Lake Community High School, 13 years experience in public education, MEd in guidance and counseling from University of Guam; Faye Maxwell, Registrar, Salt Lake Community High School, 14 years in adult education.

The project objectives were as follows:

1. Identify and assess existing approaches for developing Individual Adult Educational Plan.

2. Identify, adapt and/or develop the instruments and procedures for an Adult Individual Educational Plan system at Salt Lake Community High School.

3. Train adult educators in the use of the Individual Educational Plan instruments, techniques, and procedures.

4. Implement the Individual Educational Plan System at Salt Lake Community High School.

5. Compile an Individual Educational Plan Operations Manual of standards, policies, instruments, and report forms for use by adult educators at Salt Lake Community High School and other Adult Education Programs.

I

Identify and Assess Existing Approaches for Developing Individual Adult Educational Plans

In an effort to avoid reinventing the wheel, the IEP Development Team elected to look at several working IEP's to get a feeling of what was already being done. Based on recommendations of Mr. Kay Haws, Utah State Office of Education, the team decided to visit Tooele, Cache, and Weber School Districts and the Skills Center North and to study the plan developed by the State Office of Education used in several districts.

Tooele County School District: Dr. C. Brent McBride, Director of Adult Education in Tooele District, walked the team through a workable IEP for Adults (see ill. I). The plan includes room for the student's goals and reasons for attending Adult High School and a place to record credits as they are earned. Required classes are noted and letters for evaluation of service, work experience, and foreign language knowledge are included (see ill. 2). A particular strength of the Tooele plan was the allowance for "testing out" of required classes by passing prepared competency exams based on the concepts taught in the course. The team felt the IEP would be strengthened by the inclusion of some entry test data (i.e. incoming reading and mathematics scores) and by the addition on the IEP of long range career planning information.

Cache and Weber County School Districts: Both Cache and Weber Districts have functional IEP's developed for the K-12 program. Each had strengths which could be adapted to an IEP for adults. The Career Planning Card (see ill. 3) used in Cache was of particular interest for its inclusion of work experience and functional competency requirements along with the general career courses and goal information.

Weber County has done extensive work with career clusters and has published a career registration booklet which is of particular value to students as they plan areas of concentrated study.

The Skills Center North: The Skills Center North maintains a "Student Employability Information Record" which is similar to but much more comprehensive than is needed for the usual adult education IEP. The data included provides measurements of achievement, interest, aptitude, personality and individual awareness and self-appraisal. In addition there are various occupational evaluations and a Career Awareness Laboratory Report. Adult Students who express interest or have a need for such detailed measurements should probably be referred to one of the Skill Centers or to the Career Guidance Center.

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TOOELE COUNTY SCHOOL DISTRICT
ADULT HIGH SCHOOL INDIVIDUAL EDUCATIONAL PLAN

Name: _____ Maiden name if applicable: _____

Address: _____ Home Phone: _____

_____ Date of Birth: _____
City State Zip Code

Sex: M ____ F____ Social Security No. _____ Grade Level Completed 10___ 11___ 12___

Goals or reasons for attending Adult High School

SUBJECT	CREDITS REQUIRED	CREDITS COMPLETED	CLASSES	DATE OF COMPLETION
SCIENCE	1.5			

Illustration #1

SUBJECT	CREDITS REQUIRED	CREDITS COMPLETED	CLASSES	DATE OF COMPLETION
LANGUAGE ARTS	4	1.0	English 1 - Basic Grammer & Spelling	
		.5	English 2a - Basic Communications	
		.5	English 2b-Application of Basic Communications	
SOCIAL STUDIES	3	1.0	Social Studies 1 - American History	
		.5	Social Studies 2 - Democratic Governance	
		.5	Social Studies 3 - Consumer Economics	
MATHEMATICS	1.5			

SUBJECT	CREDITS REQUIRED	CREDITS COMPLETED	CLASSES	DATE OF COMPLETION
HEALTH/ PARENTING				
TOTAL REQUIRED CREDITS	10.5			
ELECTIVES	10.5			

OTHER SOURCES OF CREDIT

SOURCE	CREDITS COMPLETED	DATES OF COMPLETION

TOTAL NUMBER CREDITS REQUIRED FOR GRADUATION 21

COMPETENCY EXAMS COMPLETED FOR GRADUATION

DATES	EXAM	DATES	EXAMS

Adopted 1980

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Tooele County School District

ADULT EDUCATION
70 North 50 West
Tooele, Utah 84074

Dr. C. Brent McBride, Director

VERIFICATION OF SERVICE EXPERIENCE

Student's Name: _____

Name of Agency/Organization: _____

_____
Address

Name of Administrator or Supervisor: _____

Dear Friend:

It is the policy of the Adult High School to grant high school credit for various types of service experience. In order to verify and evaluate the student's service experience, the following information is required about the applicant whose name is listed above:

Beginning date of service: _____

Termination date of service: _____

Type of service performed: _____

_____

Estimated number of hours student served: _____

Comments on student's service: _____

_____

_____

_____

_____
Signature of Manager or Supervisor

_____
Address

_____
Telephone

Thank you for your assistance. Please mail this form to the above address at your earliest convenience.

Illustration #2
-6-

Reprinted by permission of Cache County School District

CACHE COUNTY SCHOOL DISTRICT

Pupil Personnel Department - Career Planning Card

Name_____Telephone No._____

Parent or Guardian_____Occupation_____Business Phone_____

TENTATIVE THREE YEAR INDIVIDUAL EDUCATION PLAN FOR HIGH SCHOOL

*Courses Related to Career Goals

10th Grade		12th Grade	
1st Semester	2nd Semester	1st Semester	2nd Semester
*	*	*	*

11th Grade	
*	*

Work Experience Requirements

	Date	Initial	Class	
	____	_____	____	Concentrated Study
	____	_____	____	Verified Work Experience
	____	_____	____	Co-op Work Study
	____	_____	____	Service
	____	_____	____	Other

My Career Choice

9th Grade	10th Grade	11th Grade	12th Grade

GRADUATION REQUIREMENTS

Individual Education Plan:

Date	Initial		
____	_____	9th Grade	
____	_____	10th Grade	
____	_____	11th Grade	
____	_____	12th Grade	

Functional Competency Requirements

Date	Initial		
____	_____	_____	(60) Communications.
____	_____	_____	(50) Computations
____	_____	_____	(50) Governance
____	_____	_____	(50) Consumerism & Problem Solving
____	_____	_____	Exempted from Comp. Req.

Minimum High School Graduation Requirements:

_____ 3 Language Arts _____ 1 Math _____ 1 Science _____ ½ Health

_____ 2 Social Studies (Must include Am. History & Consumer Ed.)

_____ 1 Phys. Ed. (Over a 2 year period)

_____ 15 Units with passing work _____ Attend six school semesters

NAME_____

Illustration #3

State Computer Forms:

The most complete IEP reviewed was the one developed by the Utah State Office of Education (see ill. #4). These forms were designed to serve not only as an IEP but also (in fact, primarily) as a state collection tool for adult education statistics. The team's initial reaction to the forms was a positive acceptance of the idea that eventually adult education will come to computerized reporting. They did see some problems with immediate acceptance of the forms.

1. The three forms presented contained many duplications--not only among themselves, but in relation to the students' accumulative records. Such duplications seem uneconomical and perhaps unnecessary. Many incoming students would be unable to fill out the computer type forms without help -- which would put the burden of the initial paperwork on the counselor or secretary -- and the forms would be inhibiting to the new and often frightened student.

2. The forms would be difficult for the counselor to use in a relaxed initial interview.

3. Therefore, if counselors were to use a less structured form to obtain information in the first interview, it would have to be copied onto the computer forms -- presumably by secretaries, who would be hardpressed to carry the burden.

An IEP should be an on-going record, allowing for changes as the student progresses from month to month and year to year. The computer forms allow for end-of-year statistical information, but do not provide for on-going student growth. If a new form is to be prepared each year for accounting purposes, continuity of progress would be difficult to maintain in a simple form the student would understand.

The committee kept these considerations in mind as they developed the material to follow.

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Student's Last Name 01	Student's First Name 02	I 03	Social Security Number 04	Dist 05	Record Location 06

Date of Initial Registration 07			Home Phone Number 08	Emergency Phone Number 09
Month	Day	Year		

Student's Address 10	City 11	State 12

Maiden /Alias Name 13	Maiden/Alias Name 14	County 15	Zip Code 16

Guardian's Last Name 17	Guardian's First Name 18	I 19

Name of School Last Attended 20	Address of School Last Attended 21

City of School Last Attended 22	State or Country 23	Zip Code 24

ADULT EDUCATION
SBE 09-1300-11T Form Number 2118

(Must be Completed for Every Student Seeking a High School Diploma, Including ABE Students Without High School Diplomas, if this information is to be available through the computer.)

Illustration #4

Student's Last Name 25	Student's First Name 26	I 27	Social Security Number 28	Dist 29	Record Location 30

Entry Date for Counseling 31		
Month	Day	Year

Birth Date 32		
Month	Day	Year

Sex 33	
A	Male
B	Female

ADULT EDUCATION SBE 09-1300-11T Form Number 2119

(Must be Completed for Every Student Seeking a High School Diploma, Including ABE Students Without High School Diplomas)

STUDENT GOALS 34	
A	Basic Functional Competencies
B	Specialized Life Skills
C	Specialized Occupational
D	Preparatory College Vocational
E	Preparatory College Academic

STUDENT'S OBJECTIVES 35
(100 Characters Maximum)

Credit Status - Time Initial Enrollment 36		
Credits Earned in District	Credits Accepted From all oth. Sources	Credits Still needed for Diploma

CREDITS ISSUED DURING FISCAL YEAR BY DISTRICT FOR H.S. DIPLOMA FROM THESE SOURCES 37						
Non-District Transcripts	GED	Basic Military	Work Exper.	On-the-Job Trng.	Other Tests	Other Sources

Highest Grade level Attended at Enrollment 38

Course(s) Needed by Student to Achieve Goal(s) Diploma 39		
Course Numbers	Course Credit	Course Titles

Referral Sources 40	
A	Walk-In
B	School Counselor
C	Rehabilitation
D	Social Services
E	Mental Health
F	Dept. of Labor
G	C.E.T.A.
H	Drug & Alcohol
I	Legal
J	Other

Needed Support Services 41	
A	Transportation
B	Babysitting
C	Health
D	Financial
E	Legal
F	Counseling /Diagnostic
G	Other

Employment 42	
A	Full Time
B	Part Time
C	Seeking
D	Not employed
E	Not seeking empl.

Marital Status 43	
A	Never Married
B	Married
C	Separated
D	Divorced
E	Widowed

STUDENT'S SIGNATURE 44
I, , intend to
Complete the requirements for a high school diploma.

-10-

17

18

Illustration #4a

DEMONSTRATED ACHIEVEMENTS			Name of Tests and/or Process Used to Determine Achievements 45
Basic Functional Competencies	A	Reading	
	B	Writing	
	C	Speaking/Listening	
	D	Computation	
	E	Problem Solving	
	F	Interpersonal	
	G	Occupational	
	H	Consumer Economics	
	I	Health	
	J	Community Resources	
	K	Government and Law	
	L	Responsible Parenthood	
Functional Competencies		Selected Goal and Educational Achievements	
		Achievements Demonstrated	Name of Tests and/or Process Used to Determine Achievements
	M	Specialized Life Skills	
	N	Specialized Occupation	
	O	Prep. College Vocational	
	P	Prep. College Academic	

RACE 46	
A	Ind./Alaskan Natives
B	Asian/Pacific Islander
C	Black
D	Hispanic
E	Caucasian
F	Other

Certificates/Diplomas Issued 47	
A	High School Diploma
B	Basic Functional Competencies
C	Specialized Life Skills
D	Specialized Occupational
E	Prep. College Vocational
F	Prep. College Academic

Home Phone Number 48

Date H.S. Diploma Issued 49		
Month	Day	Year

AUTHORIZING SCHOOL OFFICIAL 50	
Signature	Title
Social Security Number	Accumulated Clock Hours of Counseling, Guidance and Assessing

Illustration #4b

Student's Last Name 51

Student's First Name 52

I 53

Social Security Number 54

Dist. 55

Record Location 56

Course Entry Date 57

Month	Day	Year

Home Phone Number 58

Course Credit Issued 59

Time of Class 60

A	Day
B	Evening

ABE/AHS Course N. 61

School 62 Location

Specific ABE or AHS Course Title and Section 63

Course Grade 64

A	
B	+
C	-
D	
F	NG
P	I
WP	WF

ATTENDANCE AND MEMBERSHIP ACCOUNTING FOR ALL STUDENTS ENROLLED 65

AHS Credit								Non-Credit Student			
Non-grad under 18 Clock Hours		Non-grad 18 & over Clock Hours		Regular H.S. also Under 18 Clock Hours		Regular H.S. also 18 and Over Clock Hours		17 and under Clock Hours		18 and over Clock Hours	
Attend.	Membsh.	Attend.	Membsh.	Attend.	Membsh.	Attend.	Membsh.	Attend.	Membsh.	Attend.	Membsh.

Location of Class 66

A	Elementary
B	Junior/Middle
C	High School
D	Junior College, Technical College, etc.
E	Area Vocational
F	Skill Center
G	Correctional Institute
H	Hospital
I	Work Site
J	Four Year College
K	Home or Homebased
L	State/Local Institute for Handicapped
M	Other

Support Services Provided 67

A	Transportation
B	Babysitting
C	Health
D	Financial
E	Legal
F	Counseling/Diagnostic
G	Other

ADULT EDUCATION
SBE 09-1300-11T Form Number 2120
(Must be Completed for Every Student Enrolled)

TEACHER'S SIGNATURE, A N D SOCIAL SECURITY NUMBER 68

Signature

Social Security Number

Illustration #4c

STUDENT STATUS, TRAINING, AND EDUCATION IMPACT DATA	69
A	Received public assistance during program
B	Removed from public assistance during program
C	Enrolled in introductory ESL Program
D	Completed ESL Program
E	Enrolled in AHS (9-12 grades) after completing ABE (8th grade)
F	Graduate from AHS (9-12 grades) after starting in Basic Functional Competencies (ABE 0-8th grade)
G	Enrolled in other education/training after ABE/AHS completion
H	Obtained job as a result of this program
I	Changed to/upgraded to a better job as a result of this program
J	Increased wages/salary as a result of this program
K	Improved competencies in home and family responsibilities
L	Registered to vote as a result of this program
M	Received U.S. citizenship as a result of this program
N	Received driver's license as a result of this program
O	Demonstrated improved self-image as a result of this program
P	Student was prepared for GED Tests as a result of this program
Q	Completed ABE and AHS Program through eight grade
R	Enrolled in ABE Programs established for institutionalized persons (0-8th grade)
S	Separated from ABE programs established for institutionalized persons
T	Enrolled in AHS Programs established for institutionalized persons (9th-12th grade)
U	Separated from AHS Programs established for institutionalized persons
V	Received training in completing income tax forms
W	Passed General Educational Development Test, GED during this fiscal year

INDICATE PRIMARY REASON FOR SEPARATION FROM COURSE	70
A	To take a job (unemployed when entered program)
B	To take a better job (employed when entered program)
C	To enter another program
D	Met personal objectives
E	For lack of interest
F	Because of health problems
G	Because of transportation problems
H	Because of child care problems
I	Because of family problems
J	Because of time class/program is scheduled
K	For other known reasons
L	For unknown reasons

Illustration #4d

II

Identify, Adapt and/or Develop the Instruments and Procedures for an Adult Individual Educational Plan System at Salt Lake Community High School

Based on the research and assessment done with the existing IEP's, the team determined that the IEP should include at least the following:

1. correlation with the State Adult Education Model,
2. an informal beginning counseling session,
3. provisions for testing of functional and academic competencies,
4. evaluation of existing school credits,
5. a resume of previous education and experiences,
6. provisions for aptitude and career testing,
7. an ongoing counseling procedure,
8. implementation of a Teacher Advisory System and
9. provision for clustering classes in an area of interest.

State Model:

The Utah Adult Education Program Plan for FY 1980-82, Utah State Office of Education, presents a "Basic and Functional Public Adult Education Model" (see ill. #5) which the development team felt should provide the base for individual educational planning for adult students. The concepts on which the model is based parallel the concepts that the team felt were important. It emphasized the following:

1. Development of a set of adult needs or requirements for adult living, the satisfaction of which is necessary for success in adult life.
2. Engage in an analysis of the skills and knowledge needed to satisfy the requirements and/or needs identified in Item "1" above.
3. Establish the criteria for success in society.
4. Develop the relationship between the behavior and success criteria. (The Utah Adult Education Plan, May, 1979, pp. 132-133).

The model provides a four step IEP for each student:

1. assessment,
2. placement in or waiver of "Demonstrated Functional and Basic Education,"
3. tracking in high school credit classes (leading to a diploma) based on student career goals and
4. placement.

The IEP for Salt Lake Community High School follows the model, adapting and expanding it as needed.

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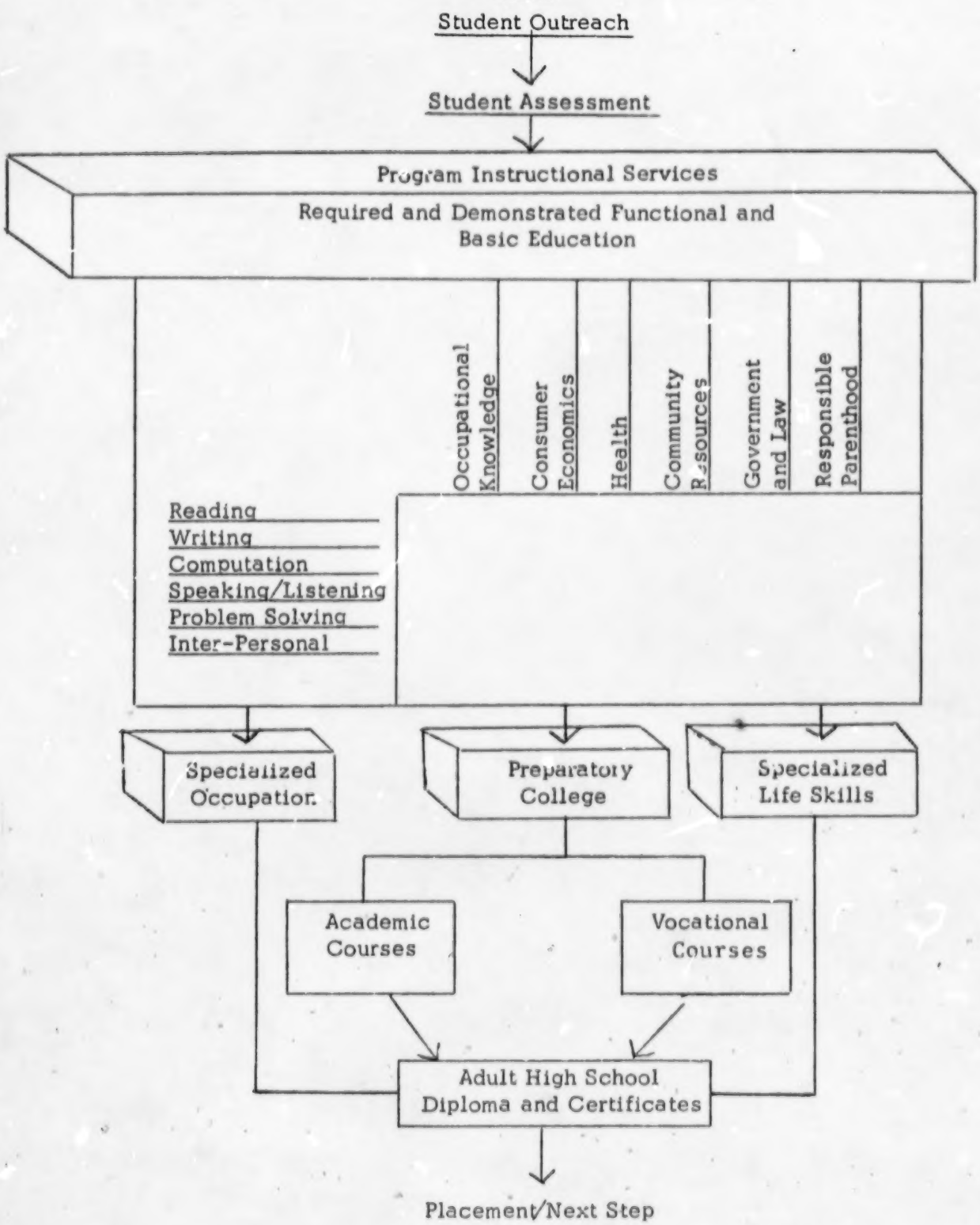
Basic and Functional Public Adult Education

Model



IIIUSTRATION #5

Informal Counseling Session: Since the adult student often comes back to school with preset fears and failure experiences, it is important that the initial interview be relaxed and informative. Its primary purpose is to start the student believing he can succeed at the school. It includes an orientation to the processes of adult education, an explanation of the options available to the student, and general questions about the student's interests and background. As much time is taken as necessary to enable the student to relax and feel comfortable.

Initial Testing: At a point when the student seems ready, the counselor/registrar asks the student if he would like to take a couple of surveys to get an idea of his current skill levels. If the student doesn't object, the Wide Range Achievement Test (WRAT), which is a graded word list, is administered. Test results provide an approximate reading level of the student so that one who has reading difficulty can be counseled into proper classes. In addition, it provides content area teachers with some idea of the student's reading abilities for the purpose of individualizing instruction.

The second test administered is the forty-point Adult Performance Level Survey which provides a measurement of the student's functional competency levels. Those scoring on competency level 1 (below average) in any area are considered "functionally incompetent" for that area only and are placed in appropriate functional or basic education classes. All others are placed in high school credit or GED classes.

Both the WRAT score and the APL scores are entered in the student IEP.

In some cases, particularly adults who have years of successful work experience behind them and appear to be competent and confident of their own abilities, a pre-graduation competency test is given, rather than the "initial" testing explained above. Often these individuals need little or no brush-up and are ready for graduation if they pass the competency test. These persons usually know exactly what they want career-wise, and the IEP program would not be needed or wanted.

Evaluation of Credits and Adult Experience: The student works with the counselor to complete the Educational Plan Sheet (see ill. #6), a preliminary IEP worksheet, which includes personal information, credits required for graduation (both those already earned and those needed) and information about work experience and student objectives. If records are not immediately available, the sheet is completed to the best of the student's memory and updated later. The next step in the IEP is to determine where the student is in relation to high school graduation. If the student has had vocational training, work experience, or other adult experience for which he might be given credit, he will be asked to complete the form, "Resume of Adult Experience" (see ill. #7). If the possibility for credit exists, he is assisted in obtaining verification of those experiences (i.e. letters from employers, military records, trade school records, GED information, etc.). This form

EDUCATIONAL PLAN SHEET — SALT LAKE COMMUNITY HIGH SCHOOL

Student _____ Date _____ Program _____

Address _____ Zip _____

Phone _____ Birthdate _____

Emergency Phone No. _____

Name _____

Relationship _____

CREDIT EARNED TO DATE

	Subject	Source	Unit
LANGUAGE ARTS			
Required: 3.0 4.0			
MATHEMATICS			
Required: 1.0 2.0			
SOCIAL STUDIES			
Required:			
U.S.Hist. 1.0 1.0			
Geography -- .5			
Other 1.0 1.5			
SCIENCE			
Required: 1.0 2.0			
ELECTIVES and OTHER CREDIT not listed above:			
Required: 9.0 11.0			
Military Branch: _____			
Work Experience:			
Employer's Name _____			
Total credits earned to (date) _____			

Advisor _____ TOTAL CREDITS REQUIRED... 16 22

CREDIT NEEDED

Language Arts:
- English _____
- Other _____

Mathematics: _____

Social Studies:
- U.S. History _____
- Geography _____
- Dem. Govrnce _____
- Other _____

Science: _____

Electives: _____

Remarks: _____

STUDENT'S OBJECTIVES:

_____

_____

STUDENT'S COMMITMENT:

I intend to pursue the requirements for a high school diploma.

_____
Signature.

Counselor	Date	Hours
		Tot Hrs:

26

Illustration #6

EDUCATIONAL PLAN SHEET INSTRUCTIONS

Preparation

1. a. The student should complete the information at the top of the Plan Sheet as part of the registration procedures.
   b. Student should fill out Resume of Adult Experience Form.

2. Counselor should check to be sure all information has been completed.

3. Explain to the student the use of the Plan Sheet, and ask him/her to write "Objectives" in the box provided.

4. Ask the student to sign the "Commitment."

5. Counselor who evaluates the credit should write name and date in empty box at the bottom.

The Evaluation (which may take place at a later date after the transcript has been received.)

1. Explain graduation requirements to the student and circle appropriate figures on the green Plan Sheet.

2. Check the year the student was enrolled in the 9th grade. If the student was enrolled in the 9th grade before 1975-76, 16 credits are required from 10th to 12th grades. Students in the 9th grade after 1975-76, need 22 credits from 9th to 12th grades. After determining which category the student is in, circle the required number on the Plan Sheet.

3. Be sure to list Source of Credits:
   (a) Credit from regular high school, list grade level.
   (b) Credit from other sources, name the source.

4. Work experience: List employer's name and approximate dates of employment (to be verified by letter).

5. Be alert for possible training experiences. One good way is to make use of the Resume of Adult Experience form.

6. If you grant credit for adult experience not verified by documentation, initial the credit allowed.

7. Keep the Unit column clear of extraneous figures -- list totals lightly at the side, etc.

8. Make 2 copies of the sheet. Give the student 1 copy and put the other in the student's 2nd period teachers box.

9. Put the original in the folder with the IEP.

10. Determine schedule for student and assign classes.

ILLUSTRATION 6a

SALT LAKE COMMUNITY HIGH SCHOOL

GRADUATION REQUIREMENTS

Revised October 3, 1978

I. Students who were in the 9th grade in 1974-75 or before:

(12th grade in 1977-78 or before)
(birthdate generally previous to Sept. 15, 1960)

16 units required (10th grade through 12th)

Language Arts	3 units (2 must be English)
Math	1 unit
Social Studies	2 units (1 must be U.S. History)
Science	1 unit
Electives	9 units

OR 22 units (if 9th grade is used)

Language Arts	4 units
Math	2 units
Social Studies	3 units
Science	2 units
Electives	11 units

II. Students who were in 9th grade in 1975-76 or after:

(12th grade in 1978-79 or after)
(birthdate generally after Sept. 15, 1960)

22 units required (9th grade through 12th)

Language Arts	4 units
Math	2 units
Social Studies	3 units (to include U.S. Hist. & Geog.)
Science	2 units
Electives	11 units

If the student didn't have 9th grade, the counselor may use professional judgment in finding options for the individual.

Possible options:
- Testing for 9th grade competency (APL Survey)
- Waiving of certain subject matter requirements, but staying within State requirements-- and 22 units total
- Others, at discretion of counselor

ILLUSTRATION 6b

RESUME of ADULT EXPERIENCES

To be evaluated for possible high school credit

Name _____ Date _____

→ Schools, colleges, or training programs attended since leaving high school:

Dates Beginning	Dates Ending	School or Program	City/State

→ Military Service:

Dates Beginning	Dates Ending	Branch of Service:
		Courses taken in Military (other than Basic Training):

→ Work Experience: (List only those jobs you held for 6 months or more)
(Begin with most recent job)

Dates Beginning	Dates Ending	Name of Employer or Company	City/State

→ Homemaking or Home Maintenance skills for which you have at least one year of experience

Explain: _____

How long has it been since you were last in school? _____

How did you happen to come to us? _____

Illustration #7

You may have credit on file at our school if you have been enrolled in any of the following programs during the past 12 years. Please check the list.

	Year
____SER Program	____
____Skills Center (U. Tech):	____
Project Cooperation	____
CETA	____
EBCE	____
____Utah Tech. College (Redwood)	____
____Matheson Head Start or G.E.D.	____
____SOCIO (Jackson)	____
____G.E.D. Prep. in any Community School	____
____Adult Basic Ed. or Citizenship (South High)	____
____Northwest Multiprp.Center	____
____Veterans Upward Bound (U of U)	____
____Apprentice Outreach	____
____Odyssey House	____
____Utah O.I.C.	____
____WIN Manpower (Oquirrh, McKinley, or Irving)	____
____Neighborhood Youth Corps	____
____Jefferson Free School	____
____Project New Pride, or Youth Pride	____
____Phoenix Institute	____

ADULT EXPERIENCE CREDIT which may be given upon evaluation by a counselor:

Military Service	--(3 units allowed for basic training) --(some persons will have had extensive vocational training)
G.E.D. Tests	--Must have passed all five tests with average of 45 or above, no score less than 40 (Utah requirement)
Employment	--continous employment for 6 months or more (to be verified) .5 unit for 6 months
College, university, technical, business, vocational school	--one unit for each 5 quarter hours
Driver's license	--one/half unit if no Driver Training in school

On-the-job training which developed a special skill

Teacher aide or volunteer worker

Training for a vocation, apprenticeship, etc.

Verifiable music lessons, dance, drama activities, etc.

Foreign language

Extensive world travel

ILLUSTRATION 7a

provides the base for determining which adult high school classes the student takes. The procedures for completing the sheet and graduation requirements are listed following illustration #7.

Aptitude and Career Testing: After the student has been attending two weeks or after official transcripts and experience verification have been received, the counselor and student meet again to update the plan sheet and to discuss career goals. The student is introduced to the career education materials available at the Community Education Library, to the opportunities at the Career Guidance Center, and to tests available at the University of Utah Testing Center. The student indicates what he would be interested in, and the counselor makes all necessary arrangements. The information is recorded on the IEP.

Ongoing Counseling Procedure: The counselors will visit classes on a scheduled basis to work with students on aspects of the IEP and Career Education and to make appointments for follow-up conferences, scheduling, testing, etc. When the student is near graduation, the counselor will work with him/her for placement in further education or on a job.

Teacher Advisory System: Since it is difficult for the counselor to maintain contact with all of the adult students, teachers in the day school serve as advisors to their second period students. The teachers receive a copy of the educational plan sheet of each student and are given access to the IEP of each advisee. Teachers are expected to be aware of the students' progress towards a diploma and of student counseling needs. They update the plan sheet at least once per quarter, make students aware of school services, arrange for group counseling sessions, and work closely with the counselor on individual needs.

Clustering Classes: When the career education process identifies specific areas of interest for a student, the student and counselor work together to develop class or experience clusters to meet those interests. In the event the school cannot provide the courses or experiences desired, the counselor works with other agencies to develop a program. High school credit is awarded for the programs and may be substituted either for required credits or used as electives depending upon competencies developed.

Many adults come back to school having been self-taught in such required subjects as English, social studies, and mathematics. Rather than requiring such students to take those classes, they are given an opportunity to take the final examinations for the courses. The classes are waived if the examination is passed. That student may then elect to cluster classes for the remainder of credits needed.

Summary: The forms and procedures developed come together as a relatively simple yet complete IEP process for the adult student. The counselor, registrar, and teacher advisor must work closely to assist the student in overcoming barriers and achieving goals.

The nine functions discussed come together on the IEP form (ill. #8) which becomes the student's permanent record. This is printed in folder form. The Educational Plan Sheet and the Resume of Adult Experience are inserted into the record so that all data pertinent to that student's education is in a single location.

SALT LAKE CITY SCHOOL DISTRICT

PERMANENT RECORD

SALT LAKE COMMUNITY HIGH SCHOOL
233 West Second North
Salt Lake City, Utah 84103
363-4476

Name.....Address.....City.....Zip.....Phone.....
Last Name First Name Middle or Maiden Name

Sex.....Date of Birth.....Soc.Sec.#..... Registration Date.....

Nearest Relative In Local Area | Address | Relationship | Phone

CREDITS FROM SCHOOLS PREVIOUSLY ATTENDED

DATES	WORK EXPERIENCE	CREDIT

DATES	MILITARY EXPERIENCE	CREDIT
54		

CREDIT ALLOWED BY EXAM. & SPECIAL PROJECTS

DATE	SUBJECT/TEST	SCORE	CREDIT
	G.E.D. Test/Location		
	Test #1		
	#2		
	#3		
	#4		
	#5		
	Average Score		XXXXXX

COMMUNITY HIGH SCHOOL CREDITS

GRADUATION STAMP/DATE

ILLUSTRATION 8

35

SALT LAKE COMMUNITY HIGH SCHOOL

Student's Name

INTAKE TESTS	Date	Score	FOLLOW-UP TESTS	Date	Score
W R A T					
A P L					
Math					

DEMONSTRATED ACHIEVEMENTS			Date and record each test									Competency Achieved SCORE	Name of Tests and/or Process Used to Determine Achievement
			Date	Score	Initl	Date	Score	Initl	Date	Score	Initl		
Basic Functional Competencies	A	Reading										A	
	B	Writing										B	
	C	Speaking/Writing										C	
	D	Computation										D	
	E	Problem Solving										E	
	F	Interpersonal										F	
	G	Occupational										G	
	H	Consumer Economics										H	
	I	Health										I	
	J	Community Resources										J	
	K	Government and Law										K	
	L	Responsible Parenthood										L	
Functional Competencies		Selected Goal and Educational Achievements											
		Achievements Demonstrated											
	M	Specialized Life Skills										M	
	N	Specialized Occupation										N	
	O	Prep. College Vocatnl										O	
	P	Prep. College Academic										P	

ILLUSTRATION 8a

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VOCATIONAL INVENTORY TESTS

CLUSTER CLASSES/EXPERIENCE	COUNSELOR APPOINTMENTS/GOAL SETTING	

III

Train Adult Educators in the use of the IEP

Since the teacher is the primary contact most adult students have with the school, the development team felt that teachers should be trained in all aspects of the Individual Educational Plan. Twenty teachers participated in a ten-week, thirty hour workshop in use of IEP instruments, procedures, and techniques. The workshop included the following:

1. Introduction:
   a. Community Education and how it relates to Adult Education
   b. Reasons for the IEP for the adult student
   c. Background and information about the proposal for developing an adult IEP

2. Awarding of Credits for Adult Students:
   a. History & Background
   b. Overview of the high school requirements for Salt Lake City School District
   c. Written assignment

3. Models:
   a. State adult high school model
   b. Teacher Advisory System
   c. Overview of an IEP as developed by the staff team

4. Intake Testing, Review, and Evaluation (teachers took the tests):
   a. WRAT
   b. APL (40 and 100 point)
   c. ABLE

5. Evaluation:
   a. Teacher feedback regarding tests
   b. Practice in completing Educational Plan Sheets from student records

6. An added perspective to the IEP: Career Education

7. Aptitude and Career Testing (Participants took 5 of the following tests)
   a. Temperament and Values Inventory
   b. Self Description Inventory
   c. Career Maturity Inventory
   d. General Aptitude Test Battery
   e. Mooney Problem Checklist
   f. Kuder Preference Inventory

8. Observation and Participation in the Career Guidance Center

9. Articulation of Adult Education curriculum and IEP process

10. Final Evaluation

Final Evaluation of IEP Workshop by participants

1. The following were identified as strength of the workshop sessions:
   - -presentation of the total concept of the Individual Education Plan
   - -information about testing available to adult students
   - -incorporation of outside resources for the implementation of the IEP with the adult student
   - -development of awareness so that teachers can help coordinate all efforts of the student, not only academic

2. The following were weaknesses of the workshop sessions:
   - -lack of a clear, concise idea of how the IEP may be utilized with non-English-speaking students
   - -disappointment with two guest speakers
   - -too much information to digest well
   - -not enough information for precise understanding of how IEP will work in our school

3. The following were considered to be the most important roles played by the teacher in implementing the IEP:
   - -teacher as advisor
   - -resource person to the student
   - -helper in devising a meaningful curriculum for the student and relating the curriculum to their goals
   - -willingness of a teacher to give extra time and effort to make the IEP process meaningful for the student

4. Participants stated the following as being the most informative workshop sessions:
   - -visit to the Career Guidance Center
   - -career test taking and interpretation
   - -presentation by state board members on career counseling

5. In response to the question of how the total concept of career education can best be implemented in our adult education program, participants generally felt that our adult education program should offer a career counseling center that provides general classes or presentations and screens and selects students for referral to other agencies. The career counseling must be closely coordinated with the total IEP of each student.

IV

Implement IEP System at Salt Lake Community High School

During Spring quarter, 1980, the IEP was implemented at Salt Lake Community High School with all new students. Approximately 100 students participated in the process. Reactions were generally favorable. Students felt that they were given a good understanding of the way adult high school functioned and that the initial testing helped them recognize their own strengths and weaknesses. They had a particularly favorable response to the "caring attitude" of the counselor, registrar, and teachers.

Perhaps the most significant result was not with the students but with the teachers. They expressed greatly increased awareness of the needs of the adult students not only in the academics but also in the area of personal development needs.

V

Conclusions and Implications

The Individual Education Plan is the essential part of the adult student's process whether returning to school for a high school diploma or simply taking classes. With all the components of the IEP incorporated, the student can combine the past life events, plan for the present and realistically face the future knowing the direction he desires and is capable of pursuing.

In order for the IEP to become reality, the concept must be understood and embraced by all school personnel working with the student, administrators, teachers, counselors and registrars. An overview of the IEP must be given to the student in the intake process and more thoroughly explained during the first few weeks of enrollment. Too, it would be the responsibility of the counselor to inform new teachers of the IEP concept.

In making the IEP feasible and meaningful for the student, the counselor must be involved in a scheduled time in which the student may work on the present and future aspects of this plan. Because the time element is so often a barrier to the adult student's participation in anything other than academic work, credit would be granted for the completion of different aspects of the IEP, particularly in career education process.

The financial factor of incorporating the IEP into the already existing adult education program does not seem insurmountable. The most costly aspect of the plan as described in the workshop sessions in addition to the salary of a full-time counselor which many programs

presently have, would be the career education and testing materials. Often, resources in the community could be utilized, thus complementing and enhancing the adult education program already in existence.